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ABSTRACT

A state representative sample survey of 1980 high school sophomores and seniors in Washington State schools is presented as part of the Nation's High School and Beyond study. The primary purpose of the study, a large scale longitudinal survey, is to observe the educational and occupational plans and activities of young people as they pass through the state's educational system and take on their adult roles. The Washington High School and Beyond study was designed as part of the state school testing and assessment effort. It provides a comparative database containing longitudinal statistics on a state sample of high school sophomores and seniors as they move out of the school system into the critical years of early adulthood. Information in the report is limited to the students who were seniors in 1980. Five sections discuss the following: (1) high school experiences (curriculum placement, mathematics and science courses taken, grades and homework, basic skills remedial instruction, vocational training, proper school behavior, and student opinions of their school); (2) activities outside of school (working for pay, organized group activities, and other leisure activities); (3) values and attitudes (life goals and factors in occupational choice); (4) plans of high school seniors (short range and long range plans); and (5) plans for college (criteria for choosing a college, type of college chosen, and expected field of study). Contains 29 tables. (SM)

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WASHINGTON HIGH SCHOOL AND BEYOND

A Profile of the 1980 Senior Class

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FOREWORD

High School and Beyond is a national longitudinal study of the 1980 classes of sophomores and seniors. The study is sponsored by the National Center for Education Statistics and conducted by the National Opinion Research Center, James Coleman, principal researcher.

The Washington High School and Beyond (HS&B) study was designed as part of the national study and the state school testing and assessment effort. Its purpose is to provide a comparative data base containing longitudinal statistics on a state sample of high school sophomores and seniors as they move out of the school system into the critical years of early adulthood. The study began with a survey administered in the spring of 1980 and will continue with planned follow-up surveys of the same groups of students.

This report is a general summary of descriptive information about the 1980 senior students' high school experiences, activities outside of school, attitudes, and plans for after high school. Many details are not included in this report because its purpose is to highlight the breadth of the HS&B data. Complete student data are available to qualified researchers who wish to pursue these or other topics in depth.

The State Superintendent of Public Instruction gratefully acknowledges the important contributions to the HS&B study made by the Association of Washington School Principals, the Washington Association of Secondary School Principals, and the University of Washington.

And finally, a special thanks is due to those 65 schools -- their staffs and students -- without whose active participation this study would not have been possible.

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WASHINGTON HIGH SCHOOL AND BEYOND

A Profile of the 1980 Senior Class

INTRODUCTION

The Washington High School and Beyond (HS&B) study is a state representative sample survey of 1980 high school sophomores and seniors in the Washington schools. As a large-scale, longitudinal survey, the study's primary purpose is to observe the educational and occupational plans and activities of young people as they pass through the state's educational system and take on their adult roles. The study should ultimately contribute to an understanding of student development and of the factors that determine individual education and career outcomes. Such information is useful as a basis for review and reformulation of the state and local policies affecting the transition of youth from school to adult life.

The availability of this longitudinal data base should encourage in-depth research for meeting the educational policy needs of the 1980s at local and state levels. HS&B data should contribute to evaluating the strength of secondary school curricula, assessing the demand for postsecondary education, identifying the problems of financing postsecondary education, judging the adequacy of postsecondary alternatives open to high school students, establishing the need for new types of secondary educational programs and facilities to develop the talents of our youth, and investigating the relationships among the educational, vocational, and personal development of young people and the institutional, familial, social, and cultural factors that affect that development.

The base-year survey was conducted in the spring of 1980. The study design included a state sample of 65 high schools and over 3,600 sophomores and seniors. The student samples represent the state's 10th and 12th grade populations, totaling about 61,430 sophomores and 59,569 seniors in more than 350 schools in spring 1980.

Questionnaires and cognitive tests were administered to each student in the HS&B sample. The student questionnaire covered school experiences, activities, attitudes, plans, and selected background characteristics. The test battery included measures in vocabulary, reading, mathematics, visualization, recall, and spatial abilities. In addition, the administrator in each sample school completed an extensive questionnaire about the school and its staff. The survey thus collected comprehensive, broadly based information about Washington high school students and their schools.

This report is organized in five sections. The information reported is limited to the students who were seniors in 1980. The first section describes students' experiences in high school such as coursework, grades, vocational training, behavior, school practices, and opinions about their high schools. The second section highlights activities outside school. The third section discusses students' life goals. The fourth section describes both short-range and long-range plans for after high school. The last section reports college plans.

SECTION I. HIGH SCHOOL EXPERIENCES

School is the major activity in the lives of nearly all young people. High school experiences are designed to prepare young people for further education or for an occupation after high school. This section presents some basic findings about student educational experiences in Washington high schools, including curriculum placement, mathematics and science coursework, remedial or advanced programs, training in basic and vocational skills, and student behavior. It describes these experiences, based on student self-reports, and compares Washington's responses with those of students across the nation.

A. Curriculum Placement

Curriculum placement largely determines the kinds of courses taken and is associated with future educational and career choices. Of the 1980 Washington seniors, 29 percent reported they were enrolled in academic programs, 50 percent in general programs, and 21 percent in vocational programs. These percentages varied nationally by geographic region. While more students in the Northeast were enrolled in academic programs (51 percent), students in other regions were more likely to enroll in general programs. In particular, 45 percent of the students in the West were enrolled in general programs, compared with 34 percent in academic programs. Table 1 compares Washington results with the national and regional results.

Table 1. Percentage of 1980 High School Seniors in Academic, General, and Vocational Curricula

Curriculum Placement	Nation	North-east	South	North Central	West	Wash
Total	100	100	100	100	100	100
Academic	39	51	33	35	34	29
General	37	24	39	40	45	50
Vocational	24	25	28	24	20	21

B. Mathematics and Science Courses Taken

A strong background in mathematics and science is usually required for access to postsecondary opportunities in science, engineering, and other quantitative fields. Of all Washington seniors in 1980, an estimated 54 percent took at least two years of mathematics, including advanced mathematics coursework and remedial mathematics coursework. An estimated 45 percent of Washington's 1980 seniors took two or more years of science coursework.

Sex differences in total mathematics and science coursework were sizable. About 61 percent of Washington's male seniors took two years or more of mathematics since the beginning of the tenth grade, compared to 49 percent of the female students (Table 2a). Similarly, more males had two years or more of coursework in science, 48 percent, compared with 42 percent of the female students (Table 2b).

Table 2a. Cumulative Percentage of 1980 High School Seniors Taking Varying Amounts of Mathematics , by Sex

Amount of Coursework	All		Male		Female	
	Nation	Wash	Nation	Wash	Nation	Wash
Total, including those with no coursework	100	100	100	100	100	100
1 year or more	93	88	94	92	92	84
2 years or more	67	55	71	61	63	49
3 years or more	34	23	40	26	28	20

Table 2b. Cumulative Percentage of 1980 High School Seniors Taking Varying Amounts of Science , by Sex

Amount of Coursework	All		Male		Female	
	Nation	Wash	Nation	Wash	Nation	Wash
Total, including those with no coursework	100	100	100	100	100	100
1 year or more	90	92	91	92	89	93
2 years or more	53	45	57	48	50	42
3 years or more	23	17	27	21	19	13

Sex differences also exist in the percentages of students taking advanced mathematics and science courses. While the majority of Washington students have taken Algebra I (85 percent) and Geometry (60 percent), only 8 percent have taken Calculus. The percentage of male students substantially exceeded female students in all course areas except Algebra I (Table 3).

Table 3. Percentage of 1980 High School Seniors Taking Mathematics and Science Courses, by Course and Sex in Washington and the U.S.

Course	Nation	Washington		
	All	All	Male	Female
Algebra I	79	85	85	84
Algebra II	49	53	56	49
Geometry	56	60	63	58
Trigonometry	26	29	33	24
Calculus	8	8	10	7
Physics	19	20	27	14
Chemistry	37	37	40	35

Enrollment in mathematics and science is related to curriculum placement. As might be expected, students in academic programs generally have taken more coursework in both mathematics and science (Tables 4a and 4b). For example, 51 percent of students in academic programs took three years or more of coursework in mathematics compared with only 11 percent of students in vocational programs and 12 percent in general programs. Similarly, 34 percent of students in academic programs, compared with 9 percent of students in vocational programs and 10 percent in general programs, reported having taken three years or more of science coursework.

Table 4a. Cumulative Percentage of 1980 High School Seniors Taking Varying Amounts of Mathematics Coursework, by Curriculum, in Washington and the U.S.

Amount of Coursework	Academic		General		Vocational	
	Nation	Wash	Nation	Wash	Nation	Wash
Total, including those with no coursework	100	100	100	100	100	100
1 year or more	98	97	90	85	89	82
2 years or more	86	82	57	44	52	43
3 years or more	55	51	22	12	18	11

Table 4b. Cumulative Percentage of 1980 High School Seniors Taking Varying Amounts of Science Coursework, by Curriculum in Washington and the U.S.

Amount of Coursework	Academic		General		Vocational	
	Nation	Wash	Nation	Wash	Nation	Wash
Total, including those with no coursework	100	100	100	100	100	100
1 year or more	96	97	88	91	83	89
2 years or more	74	73	44	35	35	30
3 years or more	41	34	13	10	9	9

Nationally, there were geographic differences in the years of coursework in mathematics and science. In general, students in the Northeast had more years of coursework in both mathematics and science than students in other regions or in Washington (Tables 5a and 5b).

Table 5a. Cumulative Percentage of 1980 High School Seniors Taking Varying Amounts of Mathematics Coursework, by Geographic Region and Washington

Amount of Coursework	Geographic Region				
	North-east	South	North Central	West	Wash
Total, including those with no coursework	100	100	100	100	100
1 year or more	96	96	89	91	88
2 years or more	79	73	60	58	55
3 years or more	48	36	29	24	23

Table 5b. Cumulative Percentage of 1890 High School Seniors Taking Varying Amounts of Science Coursework, by Geographic Region

Amount of Coursework	Geographic Region				
	North-east	South	North Central	West	Wash
Total, including those with no coursework	100	100	100	100	100
1 year or more	93	92	86	90	92
2 years or more	66	56	48	44	45
3 years or more	35	20	21	15	17

The percentages of Washington seniors taking advanced or honors coursework in English and mathematics also varied by sex and curriculum placement (Table 6).

Table 6. Percentages of 1980 Seniors Taking Advanced (Honors) Coursework in English and Mathematics, by Sex and by Type of Curriculum

Advanced or Honors Coursework	Sex			Type of Curriculum		
	Male	Female	Combined	Academic	General	Voc.
English	23	32	27	44	21	18
Mathematics	25	23	24	42	17	16

C. Grades and Homework

The grade averages and the time spent on homework per week varied among subgroups of 1980 seniors. Female students reported better grades than male students (Table 7) and spent more time on homework (Table 8). As expected, students with higher achievement test scores received better grades in school than students with lower test scores. They also spent more time on homework than students with lower test scores (Table 9). However, 8 of every 10 Washington students spent fewer than five hours per week on homework.

Table 7. Percentage of Seniors Reporting Varying High School Grades, in Washington and the U.S.

High School Grades	Nation	Washington		
	All	All	Male	Female
Mostly A, or half A and half B ..	33	33	24	41
Mostly B, or half B and half C ..	47	45	47	43
Mostly C, or half C and half D ..	19	21	28	15
Mostly D or below	1	1	1	1

Table 8. Percentage of 1980 Washington and National Seniors Reporting Varying Amounts of Time Spent on Homework Per Week

Group	None	Less Than 5 Hours	5-10 Hours	10 or More Hours
Washington Seniors	8	72	16	4
Washington Males	11	73	12	4
Washington Females	6	70	19	5
National Seniors	7	68	18	7

Table 9. Percentages of 1980 Washington Seniors Reporting Varying High School Grades, by Amount of Time Reported Spent on Homework

Reported Grades	None	Less Than 5 Hours	5-10 Hours	10 or More Hours	Total
Mostly A's or A's and B's ..	4	62	25	9	32
Mostly B's or B's and C's ..	8	76	13	3	45
Mostly C's or C's and D's ..	15	76	8	1	22
Mostly D's or Lower	33	67	0	0	1
Total	8	72	16	4	100

Grades received in high school and time spent on homework are related to curriculum and to control of the school. Students in academic curricula reported better grades (Table 10) and spending more time on homework (Table 11) than students in general or vocational curricula. Fifty-five percent of the academic students reported grades "about half A and half B" or better; and 39 percent of the academic students reported spending at least five hours per week on homework.

Table 10. Percentages of 1980 Washington Seniors Reporting Varying High School Grades, by Curriculum Placement

Curriculum Placement	Mostly A's or A's & B's	Mostly B's or B's & C's	Mostly C's or C's & D's	Mostly D's or Lower
Academic	55	40	5	0
General	22	47	30	1
Vocational	23	50	27	0
Total	32	61	6	1

Table 11. Percentages of 1980 Washington Seniors Doing Varying Amounts of Homework Per Week, by Curriculum Placement

Curriculum Placement	None	Less Than 5 Hours	5-10 Hours	10 or More Hours
Academic	2	59	28	11
General	11	77	10	2
Vocational	10	75	12	3
Total	8	71	16	5

D. Basic Skills Remedial Instruction

About 41 percent of Washington's 1980 seniors reported participation in remedial English and 36 percent reported participation in remedial mathematics courses in high school. The percentage of students who had ever enrolled in remedial instruction varied with sex and curriculum placement (Table 12). Some slight sex differences appear in remedial mathematics and English. The differences by curriculum placement are as might be predicted: fewer students in an academic curriculum had been enrolled in remedial courses than either vocational or general curriculum students.

Table 12. Percentages of 1980 Washington Seniors Taking Remedial Coursework in English and Mathematics, by Sex, and by Type of High School Curriculum

Remedial Coursework	Sex			Type of Curriculum		
	Male	Female	All	Academic	General	Voc.
English	42	39	41	25	48	48
Mathematics	39	33	36	19	44	44

E. Vocational Training

Education and employment are inextricably linked in American society, but are nowhere more closely aligned than in vocational education. Federal and state policy has for many years stressed direct support for programs to enhance employment opportunities for young people. Table 13a reports the percentages of seniors with two years or more of coursework in business-sales, trade-industry, technical, or other vocational areas. The majority of students reported taking such courses for either less than a year or not at all.

Table 13a. Percentage of 1980 High School Seniors Taking Two Years or More of Vocational Coursework, by Sex in Washington and the U.S.

	All		Male		Female	
	Nation	Wash	Nation	Wash	Nation	Wash
Business-sales	27	29	13	14	40	43
Trade-industry	13	15	23	27	4	3
Technical	10	9	17	15	3	3
Other	17	23	19	24	15	23

Despite the changes in women's roles in recent years, there remains considerable sex-role identification in vocational coursework (Table 13b). Male seniors of the 1980 cohort were more likely to have taken courses in drafting, welding, electrical, carpentry, machine shop, and auto mechanics. Female students were more likely to have taken courses in secretarial work and home economics and were somewhat more likely to have taken courses in sales or merchandising and quantity food production.

Table 13b. Percentage of 1980 Washington Seniors Taking Specific Vocational Courses, by Sex

Vocational Courses	All	Male	Female
Agriculture, including horticulture	15	19	11
Auto mechanics	17	30	4
Commercial arts	23	24	23
Computer programming or computer operations	13	13	12
Construction trades:			
Carpentry, cabinet making or millwork	21	35	7
Electrical	10	20	1
Masonry	2	4	0.1
Plumbing	3	5	0.5
Cosmetology, hairdressing or barbering	2	1	3
Drafting	21	34	8
Electronics	11	21	1
Home economics, including dietetics and child care	42	26	57
Machine shop	18	35	3
Medical or dental assisting	5	3	6
Practical nursing	4	2	6
Quantity food occupations	16	11	21
Sales or merchandising	23	17	28
Secretarial, stenographic, typing, or other office work	61	39	81
Welding	16	31	3
Other	38	43	32

F. Proper School Behavior

School administrators, teachers, and parents have been concerned about the relaxed standards and improper behavior of students in the high schools of today. In the HS&B study, the students were asked about their perceptions and experiences in several areas related to what is generally thought to be proper student behavior.

Considerably more than half the 1980 Washington seniors (60 percent) reported that "every once in a while I cut a class" (Table 14). Since many schools permit a moderate frequency of absences from classes, the degree to which this behavior represents improper conduct is difficult to determine.

More serious deviations from proper school behavior--disciplinary problems, probations, and suspensions--were reported by 13 percent of the seniors. Male students were more likely than female students to report more serious problems and cutting classes once in a while.

Table 14. Percentage of 1980 High School Seniors Reporting Various Discipline Problems, by Sex, in Washington and the U.S.

Behavior	Nation	Washington		
	All	All	Male	Female
Cut a class once in a while	45	60	62	58
Had disciplinary problems	14	13	16	9
Suspended or put on probation	13	13	16	9

Students are generally expected both to attend school and to appear on time unless they have a permitted excuse. Table 15 shows that between the opening of school and Christmas vacation about a fourth of all Washington seniors were late to school five days or more and still more were absent for reasons other than illness five times or more. Striking differences among the regions of the U.S. were reported with respect to absences and tardiness. Students from the West were almost twice as likely to report frequent absence or tardiness than were students from other regions. Washington's percentages, although lower than those for the Western Region were substantially higher than the average percentages for the other regions.

Table 15. Percentage of 1980 High School Seniors Reporting Absenteeism and Tardiness by Nation, Region and Washington Schools

Item	Nation	North-east	South	North Central	West	Wash
5 days or more absent this year for reasons other than illness	21	20	20	19	36	28
5 days or more late to school this year	19	19	17	16	35	26

Students apparently shared some of the concerns of parents, teachers, and school administrators about proper school behavior. Less than half of all seniors rated their schools as "good" or "excellent" in terms of the effectiveness and fairness of discipline (Table 16). Academic students rated the discipline in their schools more favorably than did students in general or vocational curricula.

Table 16. Percentage of 1980 High School Seniors Reporting Aspects of Discipline as "Good" or "Excellent," by Curriculum in Washington and the U.S.

Aspect of Discipline	Nation All	Wash All	Program in Washington		
			Academic	General	Vocational
Effectiveness	47	39	47	36	38
Fairness	39	38	51	32	36

G. Student Opinions of their School

Students develop opinions of their high schools based on their experiences and preconceptions. The HS&B survey asked 1980 seniors to rate their school (poor, fair, good, or excellent) on its library facilities, quality of instruction, condition of buildings, teacher interest in students, reputation in the community, and school spirit. A majority of the seniors rated each of these school characteristics as good or excellent (Table 17).

Table 17. Percentage of 1980 High School Seniors Rating Various School Characteristics as "Good" or "Excellent," by Curriculum, in Washington and the U.S.

School Characteristic	Nation All	Wash All	Program in Washington		
			Academic	General	Vocational
Reputation in the community	68	62	73	55	64
Library facilities ...	67	63	59	63	68
Quality of academic instruction	63	59	73	51	61
Condition of buildings	62	61	67	57	65
Teachers interest in students	56	59	72	52	57

Students in academic programs generally gave higher ratings than students in other programs. For example, 73 percent of the academic program students, compared with 55 percent of the students in general or 64 percent in vocational programs, gave a rating of good or excellent on school reputation in the community. Similarly, 73 percent of the academic program students, compared with 51 percent of the general program students and 61 percent of the vocational students, rated the quality of academic instruction as good or excellent. Academic students also rated teachers' interest in students much higher than either general or vocational students. In contrast, library facilities, which may be more important to the school work of academic students, were less highly rated by academic than either vocational or general students.

The HS&B survey also asked 1980 seniors their opinions about the allocation of school resources toward meeting their needs as students in several areas: vocational programs, academic coursework, employment counseling, educational counseling, and work experience (Table 18). A sizable majority of the seniors agreed that schools should have placed more emphasis both on vocational programs (72 percent) and on basic academic subjects (67 percent). A majority (60 percent) also agreed that their school had provided them with counseling that would help them continue their schooling.

Table 18. Percentage of 1980 Seniors Agreeing With Various Statements About High School Education or Practice, by Curriculum, in Washington and the U.S.

Statements	Nation All	Wash All	Program in Washington		
			Academic	General	Vocational
School should have placed more emphasis on vocational and technical programs ...	70	72	56	78	80
School should have placed more emphasis on basic academic subjects	67	67	69	67	64
School provided me with counseling that will help me continue my education	64	60	65	56	60
School did not offer enough practical work experience	59	59	46	66	60
School provided me with counseling that will help me find employment	44	42	37	42	49

The seniors were less satisfied with employment-related school programs. A majority (59 percent) felt that the school did not offer enough practical work experience and only 42 percent felt that the school had provided them with counseling that would help them find employment.

Student opinions varied, however, by the type of curriculum in which they were enrolled. For example, more students in vocational programs than in academic programs agreed that schools should have placed more emphasis on vocational and technical programs and that schools provided counseling that would help them find employment.

SECTION II. ACTIVITIES OUTSIDE OF SCHOOL

This section presents some basic findings about student activities outside of school, including working for pay, participating in organized group activities (such as athletics and church groups), and other informal, leisure-time pursuits.

A. Working for Pay

Two-thirds of the 1980 Washington seniors worked at a job during the week prior to the survey (Table 19). Students in a vocational curriculum were more likely to work than students in general and academic curricula (73 percent compared to 66 and 65 percent, respectively). Male and female seniors were about equally likely to be working. Washington seniors reported working an average of 19.1 hours per week during the school year and earning an average of $3.32 per hour (Table 20). Males reported earning an average of 10 percent more than females.

Table 19. Percentage of 1980 High School Seniors Reporting Varying Work Experiences, by Curriculum, in Washington and the U.S.

Work Experience	Nation All	Wash All	Program in Washington		
			Academic	General	Vocational
Worked for pay during week prior to survey	63	67	65	66	73
Spent almost no time on job training	68	70	72	69	69
Agreed that job is more enjoyable than school	51	48	34	55	56
Agreed that job is more important that school	15	18	8	23	24

Table 20. Average Work Hours and Earnings Reported by 1980 High School Seniors, by Sex, in Washington and the U.S.

	Nation All	Washington		
		All	Male	Female
Average number of hours worked per week	20.7	19.1	20.5	18.0
Average earnings per hour (dollars) ...	$3.18	$3.32	$3.48	$3.16

The jobs that high school seniors held varied in the amount of time spent on training, but more than two-thirds of the seniors held jobs in which they reported spending little or no time in training (Table 19). Boys (34 percent) were more likely to receive some on the job training than were girls (27 percent).

Students were asked to compare how they felt about their jobs with how they felt about school (Table 19). Just under half (48 percent) of the seniors agreed that their jobs were more enjoyable than school. This attitude varied by high school program. Thirty-four percent of the seniors in the academic curriculum found their jobs more enjoyable than school compared with 55 percent in the general and 56 percent in vocational programs who enjoyed their jobs more than school.

Although 48 percent of the seniors felt their jobs were more enjoyable than school, jobs were considered more important than school by only 18 percent of the seniors. Many more vocational students (24 percent) and general students (23 percent) than academic students (8 percent) considered their jobs more important than school.

B. Organized Group Activities

High school seniors use their time in a variety of leisure activities. Table 21 reports on participation in organized group activities, both in and out of school, that appeal to the many different interests of young people.

Table 21. Percentage of 1980 Seniors Who Participated Actively or as Leaders in Various Organized Group Activities, by Sex, in Washington and the U.S.

Activity	Nation	Washington		
	All	All	Male	Female
Athletic teams	52	42	52	32
Pep club, cheerleaders	15	17	6	28
Debate, drama, band, chorus	36	18	15	21
Hobby club	23	24	28	20
Honor Society	17	19	14	24
Newspaper, yearbook	20	19	15	22
Science, history, or art club (etc.)	24	23	18	27
Student government	18	23	20	25
Vocational education clubs	23	24	21	27
Community youth clubs	22	22	22	22
Church groups	39	37	32	42
Junior Achievement	6	6	6	6

Activities organized outside the school attract substantial numbers of seniors. After athletics (42 percent), church activities were the second most popular organized activity, with nearly two-fifths of the Washington seniors participating. School hobby clubs and vocational education clubs recruited about a quarter of the 1980 Washington seniors as participants.

Compared with national percentages, significantly fewer Washington students reported participating in athletics, debate, drama, band or chorus. More Washington students reported participating in student government.

C. Other Leisure Activities

Besides school, work, and organized group activities, high school students spend their time in a variety of informal, leisure-time pursuits (Table 22). Some activities, like reading for pleasure, talking with friends on the telephone, and talking with parents about personal experiences, were engaged in more frequently (at least once or twice a week) by females than males. Visiting with friends and reading the front page of the newspaper were more frequent among males than females. Compared with national percentages, fewer Washington seniors engage in extensive television viewing as a leisure activity.

Table 22. Percentage of 1980 Seniors Who Participated in Various Leisure Activities, At Least Once or Twice a Week, by Sex, in Washington and the U.S.

Activity	Nation	Washington		
	All	All	Male	Female
Visiting with friends at a local gathering place	69	67	70	64
Reading for pleasure	45	49	43	55
Going out on dates	57	51	47	55
Just driving or riding around (alone or with friends)	60	60	60	59
Talking with friends on the telephone	77	79	75	82
Thinking or daydreaming alone	72	74	67	80
Talking with your mother or father about personal experiences	47	51	45	57
Reading the front page of the newspaper	68	74	79	70
Watching weekday T.V. (four or more hours per day)	26	20	22	19

SECTION III. VALUES AND ATTITUDES

As young people make the transition from school to adult life, they make a number of decisions with important consequences for their futures. Their life goals, personal values, and attitudes are important elements in their choices. This section details the concerns that are important to the 1980 seniors in planning their lives and the factors that are important to them in choosing an occupation.

A. Life Goals

Some goals are more important than others to high school seniors in planning their careers and family lives. The HS&B study presented a list of goals to the 1980 seniors (Table 23). Four items on the list were clearly more important than the rest, rated "very important" by about four-fifths of the seniors. "Being successful in my line of work" and "being able to find steady work" were very important to the lives of 86 and 82

percent of the 1980 seniors respectively. "Having strong friendships" and "finding the right person to marry and having a happy family life" were also very important to most seniors (85 and 78 percent, respectively). The ratings of these four items were quite similar for male and female seniors, although slightly more females than males valued a happy family life and strong friendships, while slightly more males valued being successful in work.

Table 23. Percentage of 1980 High School Seniors Rating Various Life Goals as "Very Important," by Sex, in Washington and the U.S.

Activity	Nation	Washington		
	All	All	Male	Female
Work:				
Being successful in my line of work	88	86	88	85
Having lots of money	31	27	36	18
Being able to find steady work	84	82	81	82
Family:				
Finding the right person to marry and having a happy family life	81	78	75	81
Being able to give my children better opportunities than I've had	67	55	57	53
Living close to parents and relatives	14	11	9	13
Community/Society:				
Being a leader in my community	10	8	9	8
Working to correct social and economic inequalities	13	11	10	11
Other:				
Getting away from this area of the country	14	9	10	8
Having strong friendships	82	85	83	87

Items that were very important to a small percentage of the 1980 seniors included "living close to parents and relatives," "being a leader in my community," "working to correct social and economic inequalities," and "getting away from this area of the country." Sex differences were generally small, though senior females were more eager to live close to parents and relatives (4 percentage points more than males), and a good deal less worried about having lots of money (18 percentage points less than males).

B. Factors in Occupational Choice

At this stage of their lives, most high school seniors make general decisions about groups of possible careers, rather than specific choices among job offers. Their career decisions are based in part on the importance they ascribe to a number of factors. The HS&B study presented to the 1980 seniors a list of six factors that could be important in determining the work they plan to do for most of their lives (Table 24). One factor stood out for nearly nine-tenths of the Washington seniors: 87 percent reported that "work that seems important and interesting to me" was a very important factor. About three-fifths of the seniors rated two items as very important: "meeting and working with sociable friendly people" (63 percent) and "freedom to make my own decisions" (60 percent). "Job security and permanence" were rated very important by 55 percent.

Table 24. Percentage of 1980 High School Seniors Rating Various Factors as "Very Important" in Choosing an Occupation, for Washington and U.S.

Factor	Nation	Washington		
	All	All	Male	Female
Work that seems important and interesting to me	86	87	82	92
Meeting and working with sociable friendly people	66	63	58	68
Freedom to make my own decisions	62	60	61	59
Job security and permanence	58	55	55	55
Good income to start or within a few years	46	40	43	37
Previous work experience in the area	31	31	31	31

Several sex differences appear in the importance assigned to factors in occupational choice, though these differences are not large enough to affect seriously the rank ordering among the factors. Female students more frequently gave "very important" ratings to "meeting and working with sociable friendly people" (68 percent vs. 58 percent), and "work that seems important and interesting" (92 percent vs. 82 percent). In contrast, more male students considered "good income to start or within a few years" very important.

SECTION IV. PLANS OF HIGH SCHOOL SENIORS

High school graduation is a key transition event in the lives of young adults. For many, it represents the transition from adolescence to adulthood. Although the majority of seniors had job experiences while still in high school and may have long known whether they would attend college, many decisions and choices are made as seniors as they embark upon various courses leading to additional education, training, occupational careers, and the formation of their own families.

This section describes what the 1980 seniors plan to do the first year after leaving high school, what their long-range occupational goals are, and how much postsecondary education they plan to obtain.

A. Short-Range Plans

Seniors were asked, "What is the one big thing that most likely will take the largest share of your time in the year after you leave high school?" About 44 percent planned to pursue academic coursework; 30 percent planned to work full-time; and, apparently reflecting the increasing rates of women entering the labor force, the percentage of full-time homemakers was only 1 percent (Table 25).

Table 25. Percentage of 1980 Seniors Reporting Various Activities as "the One Thing That Will Take the Largest Share of Time in the Year After High School," by Sex, in Washington and the U.S.

Activity	Nation	Washington		
	All	All	Male	Female
Attend college full or part-time:				
4-year college	38	31	29	35
2-year college, academic courses	9	13	11	14
2-year college, technical/ vocational courses	6	9	10	9
Attend trade/business school full or part time	6	5	5	6
Work full-time	29	30	32	27
Military service or service academy	3	3	5	1
Apprenticeship or on-the-job training program	2	3	5	1
Work part-time, not attend school	2	2	1	2
Full-time homemaker	1	1	0	3
Other : travel, take a break, no plans	3	4	4	3

B. Long-Range Plans

The long-range plans of 1980 seniors were examined in two areas: plans for postsecondary education and occupational goals.

1. Postsecondary Education. About 86 percent of all seniors planned to get some kind of postsecondary education: 22 percent, schooling at a vocational, trade, or business school; 21 percent, some college education short of a 4-year degree; 24 percent, a 4- or 5-year degree; and 18 percent, an advanced degree (Table 26).

Table 26. Percentage of 1980 High School Seniors Expecting Various Amounts and Types of Postsecondary Education in Washington and the U.S.

"How far in school do you think you will get?"	Nation	Washington		
	All	All	Male	Female
High school graduation only or less ...	20	14	16	13
Vocational, trade or business school:				
Less than 2 years	8	10	8	12
Two years or more	11	12	16	9
College program:				
Less than 2 years	3	4	3	5
Two years or more	12	17	13	20
Four-or-five year degree	26	24	24	25
Master's degree or equivalent	11	11	12	11
Ph.D., M.D., etc	9	7	8	6

College plans varied little between the sexes although more females planned on college programs less than 4 years. The percentages of males and females planning to obtain a 4-year degree or more were about the same (44 vs. 42 percent).

College degree expectations vary considerably by academic achievement level, as measured by the HS&B test battery. Significantly more 1980 seniors in the highest achievement levels expected to complete a 4-year bachelor's degree or a more advanced degree.

2. Occupational Goals Seniors were asked to indicate which of 17 categories comes closest to describing the job or occupation they expect to have when they are 30 years old (Table 27). About 11 percent planned to be dentists, physicians, lawyers, scientists, and members of other professional occupations that generally require an advanced degree.

There were very pronounced sex differences in planned occupations. About 40 percent of the males (versus only 10 percent of the females) planned to be in one of the following seven categories: craftsman, proprietor or owner, farmer or farm-manager, laborer, military, operative, or protective service. On the other hand, only 4.5 percent of the males (versus 26 percent of the females) planned to be a school teacher or in a clerical or service occupation. Future surveys will assess the extent to which occupational plans are fulfilled, whether aspirations tend to rise or fall in response to later experiences, and the extent to which the sex differences indicated in Table 27 persist.

Table 27. Percentage of 1980 High School Seniors Expecting Various Jobs or Occupations When 30 Years Old in Washington and the U.S.

Job or Occupation Category	Nation All	Washington All	Washington Male	Washington Female
Clerical	10	8	1	13
Craftsman	8	8	14	2
Farmer, laborer, military, operative, protective	10	12	19	4
Homemaker or housewife only	3	3	0.3	6
Manager or administrator	7	8	9	6
Professional (except school teacher):				
Advanced degree normally required 1/	13	11	10	12
Advanced degree not normally required 2/	27	26	22	30
Proprietor or owner	4	6	7	4
Technical	8	8	11	6
Sales or not working	3	4	3	4
School teacher (elementary or secondary)	4	5	3	7
Service	3	3	0.5	6

1/ Examples given in questionnaire were "clergyman, dentist, physician, lawyer, scientist, college teacher."

2/ Examples given in questionnaire were "accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but not including school teacher."

CHAPTER V. PLANS FOR COLLEGE

After leaving high school, over half of the 1980 seniors intend to make another major life transition by entering college. Two thirds (66 percent) of the college-bound group indicated their decision to attend college was made in grade 8 or earlier. As seniors, the college-bound group began to make their plans more specific by evaluating colleges they might want to attend, by deciding to apply to selected colleges, and choosing a field of study. This section describes the more specific plans of those 1980 seniors who planned to attend a 2-year or 4-year college either full-time or part-time in the year immediately after high school.

A. Criteria for Choosing a College

The 1980 seniors who intended to go to college in the year after high school were asked to rate the importance of seven criteria that could be used in choosing a college. The criterion considered very important by the largest percentage of Washington seniors was the "availability of specific courses or curriculum," cited by 63 percent of the respondents (Table 28).

The next most frequently reported criteria were "reputation of the college in academic areas" (41 percent) and two items describing the net cost of college to the students: college expenses (34 percent) and availability of financial aid (29 percent).

Table 28. Percentage of 1980 College-Bound High School Seniors Who Consider Various Criteria as "Very Important" in Choosing a College, in Washington and the U.S.

Criteria	Nation	Wash
Availability of specific courses or curriculum	63	70
Reputation of the college in academic areas	41	55
College expenses	34	36
Availability of financial aid	29	38
Able to live at home	19	20
Social life at the college	18	28
Reputation of the college in athletic programs	10	12

B. Type of College Chosen

After college-bound seniors know what to look for in a college and have made plans to finance their continued schooling, they make the next step by choosing a college. There are different combinations of programs of study and net costs among 2-year and 4-year public and private colleges.

Overall, 56 percent of the Washington college-bound seniors planned to attend 2-year junior and community colleges, 44 percent planned to attend 4-year colleges or universities. Most students (85 percent) planned to attend public colleges or universities.

The choice of 4-year colleges or universities varied by high school program. Seventy-eight percent of the college-bound seniors in academic programs planned to attend 4-year colleges, compared with 23 percent of those in vocational programs and 32 percent in general programs. The choice of 4-year over 2-year college is about the same among males (46 percent) as among females (43 percent).

C. Expected Field of Study

By a wide margin, business was the most popular choice of expected major fields, chosen by 21 percent of Washington's 1980 college-bound seniors (Table 29). Fewer than half as many (10 percent) chose the next most popular field, engineering. The other top choices were health services and preprofessional fields (7 percent each).

Table 29. Percentage of 1980 College-Bound High School Seniors Planning to Enroll in Various Fields of Study in College, in Washington and the U.S.

Field	Wash	Nation
Business	21	22
Engineering	10	10
Health services	7	8
Preprofessional fields	7	8
Other fields (e.g. architecture, ethnic studies, and inter-disciplinary studies)	6	5
Education	5	6
Computer and information sciences	5	5
Psychology	4	3
Other social sciences (e.g. anthropology, economics, history, and sociology)	4	5
Art	3	4
Agriculture	3	2
Biological sciences	3	3
Communications	3	4
Home economics	3	2
Vocational or technical	2	4
Music	2	2
Architecture	2	2
English	2	2
Physical science	2	2
Foreign language	1	1
Mathematics	1	1
Philosophy or religion	1	1

Other group differences in field of study deserve comment. Students with more mathematics and science coursework in high school were more likely to choose science and other quantitative fields in college. Academic program students more often expected to choose engineering and preprofessional fields, while vocational program students were more likely to choose business and other vocational fields.

AFTERWORD

This summary report provides a general overview of the activities and experiences of high school seniors in 1980, using information from the High School and Beyond base-year survey. The State Superintendent of Public Instruction is preparing a number of analytical reports that address a variety of specific topics and issues in greater detail than provided in this report. Because the HS&B study is a long-term program designed to reveal what young people do after they leave high school, the findings of the base-year survey, while important in themselves, will take on additional significance when follow-up surveys reveal the influence of high school educational experiences on the later careers of these young adults. Subsequent reports making use of the follow-up survey data and the longitudinal design of the HS&B study will be produced. Further information on the current report or the status of future reports may be obtained from Testing and Evaluation Services, State Superintendent of Public Instruction, Old Capitol Building, FG-11, Olympia, WA 98504.